montana schools

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Glendive Enacts "Child Find"

Soon after the Education for all Handicapped Children Act was signed into law, Special Education Regional Services Staff in Region I (Eastern Montana) began considering the problems involved in establishing a practical process which local school districts could follow in screening preschool children for potential handicaps. Special Education services for preschool children were outlined in several sections of Part B of P.L. 94-142. For example, it denotes preschool as a specific services area; it requires states to define the policies and procedures that will be used to identify, locate and evaluate all children who are handicapped; and also requires states to ensure that a free appropriate public education be available to all handicapped children ages 3 through 21 by no later than Sept. 1, 1980.

The section defining the role of the local education agency speaks specifically to the responsibility of the local school district for insuring that all handicapped children within its jurisdiction are identified, located, and evaluated, including children within public and private agencies and institutions.

The Child Find system, which was enacted under P.L. 93-380 in 1974, expands the age range for identifying and locating handicapped children to 0-21. The expanded range encourages states to be aware of and to plan for younger children who will require special education and related services upon entering the public schools.

Kristi Bogar undergoes puretone testing.

The Rehabilitation Act of 1973, Section 504, states that "no handicapped child shall be excluded from the educational process on the basis of handicap"; and further defines persons of school age "as including persons who could benefit from schooling." A 21-year upper age-limit was applied to this provision although no lower limit was defined.

In support of the intent of P.L. 94-142, the Office of Public Instruction revised the definitions for special education in 1977 to incorporate the philosophy and language used in 94-142. These changes in state law were translated into the Special Education Rules and Regulations, August, 1977.

Brenda Peterson sits in high anticipation of testing.

As the need to screen preschoolers for handicapping conditions is established by P.L. 94-142, references to screening per se may also be found in the Montana Special Education Rules and Regulations, August, 1977. According to S18100 (2), pages 48-214, local districts shall advise parents annually of procedures for identification, location, referral and **screening of preschool** and schoolage population; S18110 (2) refers to achievement measures, **vision screening, hearing screening, and speech screening**. Section 18250 (1) pages 48-225 states clearly that **each school district must screen** and develop criteria for further assessment of its students annually to determine potential candidates for special education, and to **report the screening process** to the Superintendent of Public Instruction. Subsection 3 states that each school is responsible for establishing a Child Find process. Section 18450 (2) pages 48-239 states that if a school district does not provide special education services and does not submit a budget, it still must screen its students annually for handicapping conditions. This process must be described in narrative form and be submitted to the Superintendent of Public Instruction for approval.

With the preschool screening requirement firmly established in federal law as well as state regulation, the Regional Services Staff in Eastern Montana began reviewing the literature regarding preschool screening models to see what had been done in the area. Several staff members came up with a half dozen models which could be used although the question remained "Could the model be applied practically, in the rural areas of eastern Montana?" After several meetings discussions and more review, the

activities with Resource Consultant Carol Leigh.

Comprehensive Identification Process (C.I.P.), Zehrbach, 1975, was selected as the model of choice for our screening purposes.

The Comprehensive Identification Process was selected for several reasons:

1. The C.I.P. makes it possible to screen large numbers of preschoolers economically and efficiently.

2. It is standardized and validated on a population of midwestern preschool children 2 years to 5 years of age.

3. The screening process is efficient in terms of time per child, screening materials needed and professional staff resources needed.

4. The cost of the C.I.P. materials is well within the budgetary limitations of even the smallest school districts.

5. The C.I.P. provides screening information in four areas considered to be the most important indicators of potential learning problems: vision, hearing, speech language, and learning potential.

After selection of the C.I.P. as the screening instrument Regional Services Staff began developing a

Heidi Siegle takes a vision test with Resource Consultalt Karen Frisinger.

systematic approach to identification and location of preschoolers residing in the outlying areas of eastern Montana. This Child Find process involved a number of referral sources agencies, medical resources, older brothers and sisters, a media campaign and personal contact with parents through a telephone search. The goal was to identify and locate up to 85 percent of the rural preschool population in each of the 15 counties in Region I, and the timeline for completion of the preschool screening effort was set for Dec. 15, 1978. By that date Special Education Regional Services Staff will have screened more than 200 preschool children in Region I. A review of the data collected thus far indicates that 10 percent of our preschoolers who have been screened demonstrate a need for further evaluation. These children have been identified as high risk for potential learning problems in school.

Screening procedures constitute a rapid scan of a population of children attempting to identify problems, developmental or behavioral, in need of investigation or evaluation. This process is the first step in the identification of children who may be high risk for learning problems in future school experiences.

The process used in screening is to use quick, simple procedures to [illegible] large groups of children to detect

continued on next page

Resource Consultant Carol Leigh quizzes Heidi Siegle.

(Continued from Page 1)

those who may need further study or evaluation. Screening refers to the initial steps taken in determining if a child is developing according to normal developmental patterns or if he/she demonstrates certain behaviors which suggest problem areas and a need to conduct a more comprehensive evaluation. Screening should provide enough information about a child to determine if he/she needs more study, or if there is a good chance for success without a need for special supportive services. Screening thus surveys broad areas, identifies potential problems and raises questions about particular children. Appropriate follow-up procedures and evaluation services are being organized and effected through the efforts of Regional Services Staff to assure that the children identified as high risk receive appropriate services.

A training manual has been developed and printed by Regional Services to assist schools in training their own preschool screening staff. The manual gives a detailed description of the rudiments of how to conduct a districtwide preschool screening program. Regional Services Staff also provide inservice district training in the use of information presented in the training package.

Special Education Regional Services Staff offers three service options related to preschool screening.

1. Direct service to rural schools lacking sufficient resources to conduct their own screening program.

2. Technical assistance to districts wishing to share direct service responsibilities during the first screening process. These districts will be expected to conduct their own screening, unassisted, in the future.

3. Inservice training to larger districts wishing to preview the C.I.P. model for possible implementation at a later date and to introduce their prospective screening staff to the organization and implementation of a preschool screening program.

Parents, teachers, county superintendents, the media and referral agencies have all actively participated in the regional preschool screening project. Comments solicited through consumer evaluations of the screening process have been positive. Parents comment on the need for preschool screening and seem to perceive the advantages of early intervention. They appear both pleased and surprised with the comprehensiveness and efficiency of the screening model. Parents are concerned and readily cooperative when requested to have their children further evaluated for vision, hearing or medical problems.

The most important aspect of the preschool screening, however, is the fact that preschool handicapped children are being identified, located and evaluated early in their developmental period, when intervention can be most effective and when potential problems can be prevented or corrected, reducing the need for an array of complex and expensive support services later when the child enters public school.

This article was prepared by Robert N. La Garde, Regional Coordinator, Learning Resource Center in Glendive.

All photos in this article courtesy of Glendive Ranger-Review.

Bette Hiner, Regional Audiologist, and Rainey Peuse ready for impedance testing.

Wildcat Wagon Brings Business to Helena's C.R. Anderson School

What is blue and white, has wheels, holds five sixth-graders and sells poinsettias at Christmas time? The Wildcat Wagon, student store at C.R. Anderson Elementary and Jr. High in Helena. This enterprise, located at the intersection of three busy schoolhouse corridors, is managed entirely by C.R. Anderson's two sixth-grade classes under the direction of teacher Bob Eustance. "Every child in both classes is involved in the project," notes elementary principal Sigrid Woodward. "It is worked into every part of the curriculum."

The goals of the student store, as copied into every sixth-grade pupil's store folder, are "to expose students to all the careers related to the management and production of goods as well as the actual operation and service involved ... in such areas as managing a business, buying, selling, advertising, clerking, corporation, proper handling of money, stock handling, dividends, accounting, production and procurement of salable items." The "most important and the basic purpose behind this project is for students to become aware of the importance of skills taught in the classroom and how those skills can be applied to real situations in the world of business."

Student buyers readily receive help when choosing merchandise. Behind the counter on layaway, a toy monkey, Hershey bar and set of Magic Markers.

Wildcat Wagon, in operation seven years, opened this year during the week of Nov. 13 following months of preliminary paperwork and organization. According to 12 inscribed qualifications, the pupils elected two presidents at large, one girl and one boy, along with four directors from each class to form an executive board. Every sixth-grade pupil was required to submit an application for employment, including three personal references, an application for a social security card and a fidelity bond form. Stock was sold at 25 cents a share—ten shares the maximum option. Those students who could not afford to buy stock arranged to work for it.

Wildcat Wagon operates from 8:00 a.m. till 3:30 p.m. the length of the school year. Work shifts are 45 minutes long, each involving 3-4 pupils and one director acting as foreman. "They all keep a record of all the transactions," says Eustance, "charge purchases, cash we spend for various things, cash we take in, cash balance, bank deposits, checks we write, our bank balance ..." The foremen read the cash register before and after each shift, and all cash taken in must balance with the readings. In the meantime, workers are selling, ringing up the register, taking inventory, counting money and dealing with the occasional dissatisfied customer.

The sixth-graders themselves select the merchandise they sell. By the end of the school year, everyone will have had the opportunity to visit the various suppliers and to participate in the important buying decisions. Pupils fill out purchase orders themselves and receive merchandise on an open account basis, with no payment required for a month. Some merchandise is charged on teacher accounts, and pupils become familiar with the use of credit checks. Bankchecks for payment are co-signed by Eustance and one corporation president, and pupils ride along with Eustance to make deposits. Wildcat Wagon's account is donated by Northwestern Bank.

Along with extramural exposure to the business community, pupils receive speakers at school. So far this year, a banker and a stockbroker have visited the sixth-graders to talk about the complexities of business.

Wildcat Wagon takes in approximately $100 a day, turning such goods as ChapStick, combs, small toys, beef jerky, cheese crackers, dill pickles, sunflower nuts, candy, pens, pencils, markers, erasers and paper. The hottest sellers are Reed's cinnamon and teaberry drops and sunflower nuts. The candy selection, however, is limited, and the only chewing gum offered is sugarless. Fruit juice is also sold on occasion, along with baked goods—on a concession basis—and this year the fourth-graders are working on baskets which they hope to put on sale in Wildcat Wagon by Christmas. Poinsettias are another Christmas item. Occasionally, special prices are offered to the sixth-graders; and at the end of the year, slow-selling items are marked down to help clear the inventory.

Though pupils receive no wages, together they earn money for special activities and supplies. "We have a junior high right here and they would love to have this," notes Woodward. "These kids are able to do quite a few things just because they have the money to do things with." Only half the profits are spent on group projects, however: the rest goes back to the pupils in the form of year-end dividends. On a $2.50 investment, a pupil will not

During [illegible] Wildcat Wagon workers wait for students on hall p[illegible]

only recover the $2.50 but earn an extra $10.00. "We in schools are criticized for not teaching about the free enterprise system, and this is our answer to it," Woodward adds.

In regard to functional literacy, C.R. Anderson's project is excelling. Managing the Wildcat Wagon demands practical application of a broad variety of classroom subjects. "We studied the advertising chapter in the English book," Eustance points out, "and how to draw posters which could catch the person's eye. They have to write thank-you notes to the people who come in and talk to us ...." Grades on individually-submitted store folders are averaged into both English and arithmetic grade reports and, on occasion, handwriting. "The pupils that don't know how to add and count change felt rather conspicuous when they had to show me whether they could count," says Eustance.

Wildcat Wagon came into existence seven years ago with the push in Career Education. With $364 of federal funds awarded to the local district, C.R. Anderson sixth-graders built the mobile store themselves. "It is on wheels," Eustance declares, "but we miscalculated." Originally intended to double as a concession stand in the gym, Wildcat Wagon moves nonetheless with difficulty and has remained in place six years now. The sixth-grade classes clean and repaint the wagon every fall and whenever else necessary.

C.R.A. Wildcat Wagon every year draws three to four groups of observers from around the state and beyond, and Eustance refers them summarily to the Board of Directors. One year, visitors from as far away as Alabama inspected the project. Pat Feeley, consultant for Career Education in the Office of Public Instruction, claims that C.R. Anderson's Wildcat Wagon is unique in scope in Montana: "It is unique in its support of curriculum, in involving the community and in exposing the pupils to different role models and responsibilities." As Jon Hoovestal, C.R. Anderson sixth-grader, describes the Wildcat Wagon experience, "It's funner than just sittin' and doin' math in the classroom."

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Grand Master Frisbee Champion, John Bird of California, gives helpful hints to a young athlete in the art of throwing the frisbee.

Special Olympics Activities Scheduled

The Montana Special Olympics State Games will be held on the campus of the University of Montana in Missoula, May 16-18, 1979. Head Coach Gene Carlson of the U of M Grizzlies will serve as Games Director for the three-day event. Competition for Montana's mentally handicapped and physically handicapped youngsters and adults will be held in track and field, bowling, volleyball, swimming, frisbees, and gymnastics. Over 1100 athletes participated last year in Bozeman from more than 75 Montana communities.

A female basketball player from Charles M. Russell High School in Great Falls scores two points at last year's State Basketball Tourney.

A Montana Special Olympics State Basketball Tourney is scheduled for March 16-17, 1979 at the Charles M. Russell Fieldhouse in Great Falls. Twelve teams participated last year from ten Montana cities. Individual and team competition will be held. Soccer is also being introduced across Montana this fall. Promotion of Winter Games (including ice-skating, downhill and cross-country skiing) will highlight the winter season and provide Montana's mentally and physically handicapped youngsters and adults a balanced year-round opportunity to participate in many sports activities and recreational programs.

For further information please write or call Don Byers, State Director, Montana Special Olympics, 801 2nd Ave. N., Great Falls, 59401 (791-2272).

Title IV Sparks the Imagination

It has been over a decade since Congress passed into law the Elementary and Secondary Education Act (ESEA). This legislation has resulted in a variety of programs aimed at strengthening and improving the quality of education throughout the United States, and has had a tremendous impact on the educational programs in our schools.

One of the most successful of the programs implemented under the ESEA Act is Title IV, parts B and C, which has as its major objectives the strengthening and developing of new ideas and practices in education. ESEA Title IV has provided creative educators the opportunity to implement their own ideas and exemplary practices as well as to adopt proven programs that will benefit their students and ultimately their entire educational program.

ESEA Title IV operates on the belief that school personnel have creative ideas, and that they are capable of developing imaginative and productive ways of meeting the ever-changing needs of our youth in today's society. In many cases, their ideas, along with ESEA IV "seed" money, have resulted in the development of exemplary programs that are now widely used and are a benefit to students in a wide range of schools. In other cases, they have been valuable only to the students at one particular school. In either case, they have benefited and strengthened education for students, and this is the major goal of ESEA IV.

ESEA Title IV is a way of taking chances on new ideas and covering the risks involved. We need this incentive in the schools to insure that we always can and will seek new answers to ever-changing educational problems.

In Montana, ESEA Title IV has a much greater impact than most people realize. Part B funding, which deals specifically with libraries and learning resources, instructional materials and equipment, guidance counseling and testing materials and services, spreads over 500 Montana school districts per year. The effect of this program alone in Montana has been significant, bringing materials and equipment to schools that would have missed out otherwise.

Part C funding, which is competitive, deals specifically with the development of new and exemplary projects for individual schools or the state, and, in some cases, the nation. During the two years that ESEA IV-C has been funded, 132 new projects have been developed and put to work in Montana. These projects have ranged from ideas beneficial to students in one-room schools all the way to Great Falls' exemplary "Sacajawea Plan," which is being adopted not only by Montana schools, but also by schools nationwide. Our Montana schools have developed projects in almost all of the instructional and effective areas of education the result being new, and more importantly, stronger educational programs for our students in Montana.

The final success of ESEA Title IV rests, in every case, in the talent that we know exists in all Montana schools. It is the goal of ESEA Title IV and the Office of Public Instruction to assist this talent in seeking solutions significant enough to make a difference in our educational systems in Montana.

Anyone interested in pursuing and developing further a particular idea that might have merit should contact the ESEA Title IV office in the Office of Public Instruction, Helena, (449-2059). The due date on all Part B and C applications is Jan. 5, 1979.

Summer Institute Topics Announced

The Regional Arts and Humanities Teaching Project at the University of Wyoming will offer six Institutes this coming summer, June 11 - 29. Each will be three weeks in duration, and will be offered for graduate level credit. The Arts and Humanities Teaching Project is partially funded by the National Endowment for the Humanities and all activities are subject to available resources.

Scholarships covering room, board and tuition are available on a competitive basis. Scholarship applications are due Feb. 28. For details and additional information contact: David Kathka, Field Coordinator, Arts and Humanities Teaching Project, Box 3198, University Station, Laramie, WY 82071.

The topics are as follows:

The Bible and Ancient Near Eastern and Graeco-Roman Mythology (with relationships to Modern Literature)—3 credits; primarily for secondary English teachers.

American Indian Identity, Continuity and Change—3 credits; primarily for secondary history teachers.

Ourselves Through the Russian Eye—3 credits; primarily for high school teachers.

Man's Interaction with the Environment: The Moral, Economic, and Socio-political Implications of Our Ecological Problems—3 credits; primarily for teachers of social studies, science, and language arts, K-12.

Texts in Context: Teaching Writing and Literature—3 credits; for teachers K-12.

Music, Math, and Chess: The Role of Music in History—3 credits; primarily for music teachers, math teachers, and elementary teachers who must often teach both.

Because of the intensive nature of the Institutes, participants should not plan to be enrolled in other courses during the period of June 11-29.

NEWSLETTERS

MANAGER, BRIS SKILES

School Food Services

Morning Breakfast Snacks

The October article on breakfast snacks, which was picked up by a statewide news service and circulated throughout Montana, has created much conversation and continues to generate interest among schools in starting breakfast snack programs.

Programs are designed to entice children to eat adequate portions of nutritious foods. Menus are simple to plan, prepare and serve; and breakfasts must consist of at least a half pint of milk, a half cup of a fruit or vegetable or a half cup of full strength fruit or vegetable juice, and a slice of toast or a bowl of cereal. Meat, fish, eggs, cheese, peanut butter and other protein foods may be included from time to time. Supplements such as honey, margarine or butter, and jam can add appeal at minimal cost. The same accounting system can be used for lunch programs and breakfast programs alike. Income and reimbursement for breakfast programs should offset the total cost of the programs, especially if USDA-donated foods are used.

Most buses arrive early enough for all students to have time to eat before school starts. No schedule changes are necessary. If lunch cooks do not have time to be involved, extra persons can be employed for the short time it takes each day to set up and clean up. Students may also be involved.

The breakfast snack program is NOT a welfare program: it is designed to alleviate pupils' hunger and frustration and to generate a positive learning-acceptance pattern. Additional information on the School Breakfast Program may be obtained by writing the manager, Division of School Food Services, Office of Public Instruction, Helena 59601.

USDA Food Distribution Program

Since September 1978 the Division of School Food Services has distributed 1,561,590 pounds of 35 different foods to Montana public and private schools. These USDA-donated foods include canned orange juice, peaches, pears, apple sauce, flour, turkey rolls, frozen ground beef, cheese, peas, rolled oats, vegetarian beans and vegetable oil. It is estimated that 20 varieties of foods in addition to these will be received in Montana schools by Dec. 31. The quantity of foods donated to school food service programs by the United States Department of Agriculture helps reduce the meal cost to students.

Nutrition Education and Training Program

The Division of School Food Services will be applying for a USDA grant to develop a comprehensive state plan for a nutrition education and training program for students and teachers. It will be implemented throughout Montana. The program, as it develops, will identify the nutritional needs of Montana's children, identify existing training of food service personnel in the principles and skills of food service management, identify current nutrition education programs for classroom teachers and compile available nutrition education and training materials. Ann Ferguson of School Food Services has been designated State Coordinator and will administer the program.

Indian Education

CONSULTANT BOB PARSLEY

United Indians of all Tribes Foundation, Technical Assistance/Education Division, has scheduled Proposal Planning Workshops for Title IV on the following dates

Dec 5	Spokane, WA
Dec 7	Lewiston, ID
Dec 18	Olympia, WA
Dec 19	Seattle, WA

For more information contact the Indian Education Division, Office of Public Instruction, (406) 449-3036.

Human Potential Seminars- A Positive Experience Ideal for Native American Education for Student Self-Concept and Staff Development. The Human Potential Seminar is a structured group process with groups moving through a number of phases Throughout the process the emphasis is on positive and constructive feedback and self awareness. This is not an encounter or sensitive group experience; yet a genuine encounter with yourself and with others will most likely occur as we look together at who you are and who you are becoming. For seminar brochures and contact people, please call (406) 449-3036, Indian Education Division, Office of Public Instruction.

The Blackfeet Tribe is seeking applicants for a Tribal Education Director. Responsibilities include developing a system for communicating and coordinating education in the Blackfeet Community. For more information please contact the Blackfeet Tribe, Browning 59417.

The Pacific Northwest Indian Reading and Language Development Program, a language arts materials development program at the Northwest Regional Educational Laboratory in Portland, OR announces a Primary Language Arts Program developed by Indian people of the Plains, Plateau and Coast.

The program consists of 60 student books in Series I, II and III, which represent authentic Indian legends and contemporary stories of interest to students The books are entertaining and show how different Indian tribes explain the world around them and teach one another how to live. When used in a basal reading program, the books are designed to improve reading comprehension, classroom participation and written and oral language skills. They make reading fun for students.

For more information contact Pacific Northwest Indian Program, Northwest Regional Education Laboratory, 710 S.W 2nd Ave., Portland, OR 97204 (503) 248-6962.

A Job/Skills Bank is currently being developed to expand the job opportunities for Indians by matching job openings across the country with skilled Indian applicants. The project will sponsor a nationwide search through all Indian organizations and tribal governments for the identification and referral of skilled Indian applicants for potential placement in high level federal service positions For more information contact ACKCO Inc., 1200 Pearl St. Boulder CO 80302 (303) 444 3911

The Montana Indian Education Association was reorganized during their conference on Oct. 19-20, 1978, in Great Falls. The following board members were elected to represent ten geographical areas. Dwight Billideaux, Blackfeet, Sharon Peregoy, Crow, Larry Parker, Flathead, Louie Clayborn, Ft. Belknap, Dwight Youpee, Ft Peck; Gary Brain, Northern Cheyenne, Lydia Sutherland, Rocky Boy Representatives for colleges, landlesss and urban areas are Walter Flemming, Teresa Richardson and Ed LaMere. For more information about the Montana Indian Education Association and its goals, please contact Chairman Dwight Billideaux, Curriculum Director, Browning Public Schools, Browning 59417

The Blackfeet Heritage Program has produced the following books about their tribe. *Roaming Days, Grass Woman Stories* and *The Blackfeet—Five Viewpoints* For more information about the Blackfeet Heritage Program and its publications, please contact: Mr Conrad La Fromboise, Coordinator, Blackfeet Heritage Program, Browning 59417.

The Fish and Wildlife Service, Department of the Interior, is planning a cooperative Environment Education Program with the Bureau of Indian Affairs. The overriding goal of this program is the development of an effective Natural Resource Management Program on Indian reservations based on sound ecological principles. For more information, please contact: Mr. Tom Cortese, Environmental Education Specialist, Dept. of the Interior, Fish and Wildlife Service, 316 N. 26th St., Billings 59101.

The National Indian Training Center is offering the following course, Jan. 3 5, 1979 *Contracting Under P L. 93-638.* This course will provide the participant an opportunity to learn about the techniques, provisions and the responsibilities involved in carrying out P.L. 93 638. Participants will become aware of the key principles of the act and how to use the various tools in implementing Indian Self Determination The course is designed primarily to help Indian tribes/organizations make those essential policy decisions related to the Indian Self-Determination Act For information contact National Indian Training Center, P.O Box 66, Brigham City UT 84302.

RITA BROWNLEE
READING CONSULTANT

reading newsletter

For Your Information

The Aug. 23, 1978 **Federal Register** lists Jan. 31, 1979 as the closing date for new applications for Reading Improvement Projects. The purpose of these projects is to strengthen instructional programs in elementary schools having large numbers or high percentages of children with reading deficiencies. Application forms and program information packages may be obtained from the Program Operations Branch, Right to Read Office, U.S. Office of Education, Room 1158, Donohoe Bldg., 400 Maryland Ave. S.W., Washington, D.C. 20202.

RIF

Reading Is Fundamental, Inc. is a national, nonprofit organization committed to motivating children to read by providing them the opportunity to choose and own books. RIF provides matching funds to schools and other organizations for the free distribution of inexpensive books. Involvement in RIF requires submitting a proposal to RIF and committing funds for 50 percent of the books to be purchased. Applications and further information can be obtained from Inexpensive Book Program, Reading Is Fundamental, Inc., L'Enfant 2500, Smithsonian Institution, Washington, D.C. 20560; or call Mary Erckson at (202) 381-6117.

Idea Swap

Under the direction of principal Gerald Hopkins, Central School in Roundup (1-6) began their CARE program last year. CARE, Central's Accelerated Reading Enrichment, is designed to improve the reading program within the school. The major objectives of CARE are to increase the pupil's level of achievement in reading; to create more interest in recreational reading and materials; to develop independent reading skills; to aid the children in developing their power to comprehend and interpret the written word; and to award those pupils who have applied reading skills.

The CARE program is based on an awards system extending from the basal program for recreational reading. Pupils can earn cloth patches, and bars for every 50 books they read based on their individual recreational reading levels. To encourage reading in advanced literature, 100 pages of an advanced book may count as an entire book. Awards include:

50 books--bar (awarded thereafter for every 50 books read)
100 books--school patch
200 books--special certificate
300 books--bowling session
400 books--t-shirt with school name
450 books--luncheon with principal
500 books--trophy
600 books--movie in Billings
800 books--airplane ride over Roundup

In addition, awards are granted to those who excel in reading in the classroom.

The CARE program can also be extended into the home. A 15-minute daily SQUIRT (Student Quiet Uninterrupted Reading Time) is suggested, as well as family reading and story sharing.

Rules for the CARE program:

1. The teacher must make spot checks to determine if students have read their books. Checks can be in the form of oral questions, book reports, reporting cards, etc. Check into 100 ways of making book reports.
2. With the teacher's approval, students CAN read books other than those in Central's library.
3. Books must correspond in difficulty to the recreational levels of individual students. Academic levels are placed in reading books for each child, and recreational levels extend from a year to a year and a half below those levels.
4. One hundred pages of an advanced book may count as one entire book. This is to encourage reading in advanced literature.
5. Comic books and cartoon books such as "Charlie Brown" do not count toward the awards system.

Publications

(These are not necessarily endorsed by the Office of Public Instruction)

125 Motivators for Reading, by Nicholas Criscuolo, Rearnon/Pitman, $2.25. The booklet contains 125 different reading ideas, activities and games for elementary classrooms designed to make kids want to read.

The Poetry Troup: An Anthology of Poems to Read Aloud, compiled and illustrated by Isabel Wilner, Scribner, 3-6, $8.95. A variety of verses—narratives, characterizations, songs and word plays—are included. Selections are short and ready for use by any teacher or librarian.

A Parent's Guide to Children's Reading, by Nancy Larrick, Bantam Books, $1.95. This paperback is available at most bookstores. Specific suggestions of how parents can help children at home are given along with lists of children's books for various levels.

Suggested Educational Gift Ideas

Scrapbook; scissors (blunt); flashcards (math, letters, phonics); magnet; globe; tracing paper; books; books with records; pencils, colored pencils; games (Candyland (5-7), Casper, Yogi Bear, Cootie, Totto, Bingo, Checkers); glue, glue stick; bulletin board; paints, paint brush; beanbags; puppets (finger or hand); play money, cash register; tool chest; Tinker Toys, Lincoln Logs; writing tablet; felt pens (fine point); puzzles (wood or cardboard); jigsaw (not too many pieces); chalkboard; ring toss; small suitcase.

Pupil Transportation Safety

CONSULTANT
TERRY BROWN

"BUS TRANSMISSIONS"

School Bus Sabotage?

I just finished reading a newspaper article entitled "Wheels Fall Off School Bus: Officials Suspect Sabotage." A school bus with 28 students on board was slowing down to make its last pickup when a back wheel fell off. No one was hurt in the mishap, but the bus sustained close to $500 in damages. Imagine what could have happened if the bus had been traveling down the road at 50 mph when the wheel fell off. I mention this accident to point out to all transportation personnel the importance of pre-trip bus inspections. This accident could have been prevented if the driver had conducted a pre-trip inspection and noticed the loose wheel. If you are a bus driver and you don't inspect your bus before you run your route, or leave on an activity trip, you could some day be faced with this kind of problem.

Resource Catalogs Available

This office now has a supply of the Bus Driver Inservice Training Resource Catalogs. I have mailed a copy to all coordinators, but if you would like a copy please contact this office. The catalog includes a list of films, slides, filmstrips and printed materials on pupil transportation safety. The resource materials are available on a free loan basis.

1978 NAPT Conference

I attended the National Association for Pupil Transportation Conference in Phoenix, AZ on Nov. 12-16. During the five days I was in Phoenix, I represented Montana in the State Directors Association meetings. Some of the items we discussed were: efforts to revise the national minimum standards; National Highway Traffic Safety Administration developments; activity busing rules and regulations; noise emmission standards status; handicapped transportation status; and the impact of Proposition 13 on pupil transportation. Alan Anderson from School Dist. No. 2 in Billings, Rod Johnson from School Dist. No. 1 in Great Falls and Charles Smith from School Dist. No. 1 in Helena also attended the 1978 conference.

MCPT—1979

The Montana Conference for Pupil Transportation has scheduled their meeting in Helena for July 11-13, 1979. The steering committee is now making plans for the Helena conference. Excellent information will be given in the workshops, so I hope you all make plans to attend.

Good News For Bus Contractors

Excise Tax Exemptions Effective December 1, 1978

National School Transportation Association Officers met in Washington D.C. with the Internal Revenue Service, Excise Tax Branch to have future uniform implementation of the new exemptions.

Bus Tax Exemption covers 10% Excise Taxes paid on any bus purchased from Apr. 20, 1977 to Nov. 9, 1978. You apply for a full rebate from your dealer distributor, but don't expect any action until Sept. 1, 1979. Your manufacturer won't receive money from the IRS until that time. Applies to all buses over 10,000 lbs GVW.

Fuel and Lubricants does not apply to diesel fuel at this time. For gasoline and lubricants file Form No. 843 when credits reach the sum of $1,000. You can file quarterly monthly or annually. (It will take about eight buses to use enough fuel for quarterly filings). You have the opportunity to have a tax credit or a refund. Applies to fuel and lubricant purchases beginning Dec. 1, 1978. It is not retroactive.

Parts, Accessories, Tires and Tubes does not apply to re-treads, which will be handled differently at a later date. The rest of these items, however, are excise-tax free to qualified buyers at the point of purchase. If you have a 637 number with an "I" suffix—the same number you have had for bus exemption over the years—you will be able to buy without paying the tax. People registered with the "I" suffix will not be required to register. Qualified buyers with no number must be registered before making tax-exempt purchases.

The IRS Excise Tax Branch sent telegrams to their Field Offices advising them of the above information, so that the Field Officers will know that qualified buyers with 637, "I" suffix registrations may purchase items tax exempt at the point of sale, i.e. tires, tubes, parts and accessories. There will be an IRS national press release to this effect also.

NOTE: There is word out that some chassis manufacturers have been charging the tax on the chassis, unaware that Nov. 9 was the deadline. *You are not obligated to pay any excise tax on bus bodies or chassis after Nov. 9, 1978.*

I have copies of the different claim forms in my office. Let me know if you would like copies.

Transportation Fellowships Available

Under sponsorship of the U.S. Department of Transportation, Indiana University has available 18 $6,000 fellowships for the Master of Public Affairs (MPA) degree with a concentration in *Traffic Safety Program Management.* The followships will be awarded to inservice personnel in any agency—local, state or federal—related to traffic safety, and to individuals who can demonstrate a commitment to the field.

If interested, please note that for classes beginning May 3, applications should be postmarked before Feb. 16; for classes beginning June 14, postmarked before Mar. 28; and for classes beginning Aug. 28, postmarked before May 31.

For more information, please contact Terry Brown, Traffic & Safety Education, Office of Public Instruction, 449-3167.

CONSULTANT GARY HALL

Science & Math

NEW SCIENCE ANO MATH FILMS

The following films in science and mathematics are currently available from the Office of Public Instruction Film Library. For further information call 1-800-332-3402 and ask the Film Library to return the call.

Numbers All Around Us, 1976, grades 1-3, color, 11 mins. Through everyday experiences, we find that numbers are all around us, and we see how they help us in different ways.

Fractions: Film 1, 1976, grades 1-3, color, 14 mins. With the help of example we discover that fractions are used in several different ways.

Fractions: Film 2, 1976, grades 4-7, color, 14 mins. The film demonstrates in graphic and real terms some of the important concepts in fractional numbers.

Metric Measurement and Why We Need a Standard Measurement, 1976, grades 1-4, color, 14 mins. The film shows how the metric system of measurement uses our base ten counting system and helps us measure a variety of familiar things.

Metric Measurement Film 2: What Is It and How Is It Used?, 1976, grades 1-4, color, 15 mins. The film compares each unit of the metric system and its multiple and division to familiar objects and situations.

Wondering About Things, 1978, grades 7-12, color, 22 mins. This film includes segments illustrating the rapid growth of technology in our civilization and looks candidly at the problems that have resulted.

We Are Water, 1977, grades 8-12, color, 28 mins. Beginning with the water cycle, the film explores the role of water in all life forms—filmed in Montana.

Life of the Sockeye Salmon, 1978, grades 7-12, color, 25 mins. This film traces the life cycle of the salmon from hatching to spawning with particular attention to the small percentage that actually mature and return to their spawning grounds.

FREE MATERIALS

Anyone wishing to receive copies of the following free materials should contact Gary Hall.

The Metric System: A Bibliography of Instructional Materials, 1975 rev., 31 pp.

Puzzles and Games in the Classroom: A Bibliography of Recreational Materials for Elementary Mathematics, 1972, 8 pp.

A Bibliography of Free and Inexpensive Energy Education Materials, People & Energy Project, Washington, D.C., 8 pp.

Energy Activities Packets; contains objectives, concepts and classroom activities for K-12 science curricula. Specify grade level you desire.

Montana Energy Maps; specifies resources; prepared by the Dept. of Earth Science, Montana State University.

Bibliography of Instruction with the Hand-Held Calculators, K-12, Office of Public Instruction Science/Math office.

CONSULTANT KAY BURKHARDT

arts IN EDUCATION

Dance/Movement
Drama/Theater
Music, Visual Arts

Kay Burkhardt applied and was selected for the position of Arts in Education Consultant. Kay has served in the capacity of assistant in that program in the past.

In the spirit and season of celebration and sharing, here are some selected reports of Arts in Education activities around the state. Montana schools, organizations and individuals are doing many things in the way of art, and these are just a few.

HILGER *recording experiences through art*
Students and teachers walked a nature trail near the school. Lying on the ground beneath a tree, students pretended to be its roots and recorded the experience later through arts and creative writing projects

OARBY *inservice*
An elementary teacher with art credits offered ideas, experiences and classes to other elementary teachers at their request.

MISSOULA *University of Montana gives support*
With encouragement from Professor Dick Reinholtz, U of M Art Department, art teachers in the Bitterroot Valley meet with him once a month to share ideas and inservice experiences.

HAMILTON *teacher elects broader responsibilities*
A junior high art teacher prepares ideas, art packets and mini-courses for the local elementary general classroom teachers.

STEVENSVILLE *mime troupe*
A teacher has assembled a high school mime troupe, which performs for the school students (K-12) and the community.

HELENA *Five Sense Store materials for gifted and talented*
A teacher is using the various units of the comprehensive Aesthetic Education materials, The Five Sense Store, for gifted and talented pupils (K-6). The materials encourage learning through all five senses.

LAUREL *arts curriculum review*
Schools are in the process of reviewing, revising and strengthening their arts curriculum in the general programs. Materials to assist the process have been made available by the Arts in Education program in the Office of Public Instruction

MISSOULA *arts programs accessible to schools*
The Montana Arts Council is continuing to make quality arts programs available to the schools through the Artists-in-the-Schools programs. Included are one-week residencies in poetry and art (K-12). Drama-in-the-classroom workshops and performance experiences are also attainable. Contact Pat Simmons, Montana Arts Council, 235 E. Pine St., Missoula, 59801

CLINTON *use of rhythm*
A Clinton elementary teacher often uses information and experiences from her inservice workshop in African rhythms.

OEER LOOGE *education through music*
Teachers here and in a number of other Montana schools are turning their Education Through Music inservice workshop experiences to account by enriching their classroom teaching.

OILLON *workshop*
The county superintendent called together 14 rural teachers to participate in an Arts in Education workshop centering on the Five Sense Store Aesthetic Education materials, K-6. These materials were developed by the Central and Midwestern Regional Educational Lab.

EUREKA *power or photography*
An elementary teacher created a moving slide-story about students, teachers and administrators, and how they relate among themselves.

BUTTE *music for special education students*
A music teacher has developed a color-coded machine and method for teaching music to handicapped students. He plans now to compile a teacher manual to help in the use of the machine.

GREAT FALLS *music for special education students*
The music supervisor has developed a program for helping handicapped students to read music, play instruments and give performances.

CLINTON *dance and movement workshop*
The Magic Movers from the U of M in Missoula were invited to lead a K-3 school audience in participative movements. The program also included a performance.

OILLON *artmobile*
The art department at Western Montana College sponsors an artmobile program to service schools—especially rural—in its area.

GLENOIVE *permanent school art collection*
Outstanding student artwork becomes part of a permanent collection housed in the library.

MISSOULA *school murals*
Large school walls bear cooperative student murals. The art specialist coordinates projects.

EVERGREEN *multi-purpose stage*
A school is developing its school gym for use by art, dance, drama, media, music and speech programs.

GARRISON *drawing on student talent*
A K-3 teacher dispensed with the annual cut-and-paste Thanksgiving turkey projects and encouraged her students to make original Thanksgiving drawings.

ELLISTON *use of community resources*
Community resources are enriching the school music program.

LEWISTOWN *rural money-pool*
The county pools money from each school to purchase needed curriculum materials, which can be used by all the schools throughout the year

ROY *budget*
Budgeting efforts are being made to enlist the services of a certified art teacher who lives in the county.

BILLINGS *art field trips*
The Yellowstone Art Center invites and hosts special field trips from schools to the Center. Christmas '78 features a special exhibit on loan from the Metropolitan Museum of Art and the Cloisters in New York City. The Western Heritage Center also accommodates student field trips regularly

FORT BELKNAP *use of community center*
The community center will host arts programs throughout the year

BILLINGS *Music Northwest Region I Conference*
The Northwest Regional Music Conference will be held in Billings, March 21-24, 1979. Northwest Regional, unlike other conferences, continues to be strong and vital.

GREAT FALLS *Paris Gibson Square Art Center occupies old school*
The two-year-old Paris Gibson Square Art Center continues to provide leadership in the arts to schools and communities, sponsoring exciting events, exhibits and festivals.

LOLO *school climate*
The school climate is warm, exciting and colorful, nurturing the theme of "learning by doing." Humor is found everywhere—as are art projects and different pets (rabbits, mice, fish). Reading cubby-holes are created with pillows on sofas, behind cardboard walls, under a parachute and inside an old bathtub. Third-graders have built shelves for projects out of crates. Pupils experiment with bones, skulls, eggs and plants. A rich atmosphere of textures, colors, arrangements, arts and experiments exists everywhere. Learning through all the senses goes on with ease and purpose; and seriousness about learning underlies all features of the program.

BOZEMAN *Title IV money*
Bozeman has developed a visual arts literacy program with Title IV innovative grant monies. Now that it is installed and in use, an evaluative system will be devised. The community and media, too, are showing much interest.

BOZEMAN *focal theme for comprehensive arts activities*
The total eclipse of the sun on Feb. 26, 1979 will be the focal theme for school/community arts events. The eclipse begins at 8:30 a.m., reaches totality at 9:30 and ends by 10:00.

BELGRADE *use of community arts resources*
A program has been developed through which art teachers in the schools may use local arts resources.

BELGRADE *puppetry, mime, clowning in schools*
A Belgrade Teacher, who graduated from the Barnum & Bailey School for Clowns, has developed ways of teaching by means of puppets, mime, games and clowning techniques.

HELENA *movement, rhythm*
Movement and rhythm as classroom teaching methods have been developed by a dance/PE teacher.

MILES CITY *arts workshops*
Miles City will host 400-500 area teachers on Jan. 22, 1979 for workshops in such fields as movement/dance, music, art and drama.

STEVENSVILLE *making a room look exciting*
A music room in an old building has recently been enlivened with bright paint, a music-theme mural and old music scores shellacked to the walls. The old scores include a page from Cavalleria Rustica.

BIG TIMBER *arts school festival*
A yearly event—concern, art exhibit and theater production is liberally supported by arts organizations and individuals in the community

CELEBRATE, PARTICIPATE:

*Music in Our Schools Week, Apr. 2-8, 1979. Dennis Hall, state chairman, 432 Deerfield Ct. Great Falls, 59401

*Youth Art Month, Mar. 1979. Myrna Clark, state chairperson, Billings School District, 101 10th St. W. Billings 59102.

*Montanans for Arts Advocacy; [illegible] Daly, 709 [illegible] 3rd, Anaconda 59711

CLASSIFIEDS

Montana Math Teachers Treat Meters

The Montana Council of Teachers of Mathematics has endorsed the teaching of the metric system in Montana schools, advocating the integration of K-12 metric curriculum into total curriculum and not in isolation with mathematics and science. The Council proposes that metric curriculum contain (1) a history of the metric system and rationale for adopting it, (2) prefixes, definitions, pronunciation, spelling and symbols, (3) everyday referents for commonly used metric units, (4) activities that develop estimation skills, (5) activities that develop measurement skills and (6) conversions within the system. With this activity approach in mind, MCTM urges teaching the metric system as the primary system of measurements.

[illegible]

The Office of Public Instruction has a limited supply of environment and energy Elementary Science Packets, containing information aids produced by both industry and government. Included are brochures on oil and oil products, natural gas, coal, electricity and nuclear plants; colorful posters; EPA information on starting school projects for Merit Awards; and a Teacher's Guide for lesson plans and student activities in environment and energy. Contact Gary Hall, Science/Math Consultant in the Office of Public Instruction.

Special Ed Workshops on in January

"Training of Impartial Hearing Officers" workshops for county superintendents, county attorneys and school district personnel will be held during January, sponsored by the Office of Public Instruction, Special Education Unit in cooperation with the Montana Association of School Administrators. The schedule for these two-day workshops is: Jan. 11-12, Kalispell, Lewistown and Billings; Jan. 15-16, Missoula, Havre and Wolf Point; Jan. 18-19, Bozeman, Conrad and Miles City.

For additional information contact Ron Lukenbill, Manager, Inservice Training Division, Special Education Unit, 449-5660; or call T. Carl Johnson, Executive Secretary, Montana Association of School Administrators, 442-2510.

Montana's Statewide 1977-78 Traffic Education Program Survey Summary*

(For the period June 1, 1977 to May 31, 1978)

1. The total number of high school districts eligible to offer a traffic education program 166.
2. The total number of high school districts offering a state-approved traffic education program 158.
3. The total number of 9th grade students eligible to enroll in traffic education 14,384.
4. The total number of eligible students who completed a state-approved traffic education program 13,551.
5. The total number of high school districts offering traffic education programs (a) during regular school hours 105 (b) outside regular school hours 67 (c) during summer school 65.
6. (a) The number of high school districts offering programs that exceed the minimum state requirements 80, (b) the number of schools offering simulation instruction 25.
7. The number of schools that charge a fee during the (a) school year 33, (b) summer 34.

	School Year	Summer
8. The minimum fee charged:	$ 5.00	$ 5.00
9. The maximum fee charged:	40.00	45.00
10. The average fee charged:	20.69	22.32
11. The mode fee charged:	15.00	25.00

12. The number of schools that grant credit for successful completion of traffic education 132.
13. The number of schools that use psychophysical testing equipment 70.
14. The number of schools that use the Regional Traffic Education Resource Centers 137.
15. The number of schools that use: (a) closed circuit TV 0, (b) video tape 20, (c) audio tape 24, (d) loop films 45, (e) filmstrips 115, (f) programmed materials 65, (g) 16 mm films and other 133.
16. The number of instructors teaching traffic education (a) full-time 64, (b) part-time 274.
17. The number of schools that employ a traffic and or safety education supervisor 26.
18. The number of schools that conduct a (a) pedestrian safety program 34, (b) bicycle safety program 48, (c) school bus rider passenger safety program 39, (d) adult traffic education program 17, (e) traffic education program for the handicapped 26, (f) motocycle rider course 12.
19. The number of schools that use Montana's current traffic education curriculum guide 157.
20. The number of vehicles used in Montana's traffic education programs 434.
21. The number of traffic accidents involving traffic education vehicles 17. (a) The number of persons killed 0, (b) the number of persons injured 0.
22. The number of schools obtaining traffic education vehicles on (a) free loan 149, (b) daily fee basis 8, (c) lease or rental plan 9, (d) purchase agreement 2.
23. The number of schools that conduct follow-up studies of students successfully completing traffic education 20.
24. The hourly rate paid traffic education instructors: (a) minimum $5.00, (b) maximum $10.00, (c) average $6.72, (d) mode $7.50.
25. The cost per pupil: (a) minimum $34.00 (b) maximum $355.00, (c) average $127.45, (d) mode $75.00.

*This information was compiled from the 1977-78 Traffic Education Program Surveys completed by all school districts conducting state-approved traffic education programs during the summer (1977) and the school year (1977-78).

Corrigenda: *1978-79 Montana Education Directory*

On p. 151, Sacred Heart High School in Custer County has 19 full and part time teachers and 287 students.

On p. 152, the STATE AGENCIES SERVING SCHOOL PERSONNEL include also the *Teachers' Retirement System*, 1500 6th Ave., Helena 59601 (449-3134); the telephone number at the *Teachers' Placement Division* is 449-3970.

On p. 157, the Montana representative for the Scott Foresman Company is Bob Jones, Route 5, Miller Creek, Missoula 59801.

Can You Pick the Correct Answer?

The [illegible] of the high school received the award for "administrator of the year."

a. Principal
b. Principle

In 1978 83 percent of Montana's seniors were able to answer this question correctly.

Courtesy of the Montana School Testing Service, Office of Public Instruction.

**Watch for the 1978 order forms- they will be mailed to all administrators in January.

**If you would like to know more about this free testing service contact the Office of Public Instruction via our toll free hotline 1-800-332-3402.

Office of Public Instruction Hotline Activity

Christy Shandy, Reception/Referral Desk Manager, transferred 1,277 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of November.

Electrify Your Lessons

Teachers interested in obtaining a colorful cardboard cutout display for the classroom—"Electricity Serves Our Community"—should contact Gary Hall, Science/Math Consultant in the Office of Public Instruction. Twenty pieces make up the display, illustrating the generation, transmission, distribution and diversified use of electric power. "Electricity Serves Our Community" can be assembled on the bulletin board, blackboard or any flat surface.

Biology Teachers, Stand Out!

School administrators wishing to nominate teachers for Outstanding Biology Teacher in Montana should write to Mr. James Cusker, State Director, Outstanding Biology Teachers Association, Sentinel High School, Missoula 59801. Candidates should complete entry forms by Feb. 1. The winner will receive a certificate from the National Association of Biology Teachers and a $500 research microscope courtesy of the American Optical Company.

Eliminate Sex Bias

In order to eliminate sex bias and stereotyping from vocational education as mandated by federal legislation, the Department of Vocational and Occupational Services in the Office of Public Instruction has established a program for awarding mini-grants for projects and activities that address sex equity and equal vocational opportunities in Montana schools. A total of $10,000 will be made available in $1,000 increments to any Montana vocational teacher, administrator, counselor, coordinator or specialist. Applications must follow special guidelines including proposal and budget format, and must be submitted by Jan. 15, 1979. A review panel representative of vocational education and sex equity will be established to review and make funding decisions on all proposals submitted. Awards will be made directly to institutions/school districts where the investigator is employed, and all final products developed by awardees become the property of the Department of Vocational and Occupational Services. No grant will exceed $1,000 or 12 months in duration.

For further information on minigrants in Sex Equity contact Sally Moore in the Office of Public Instruction, State Capitol, Helena 59601, or call free on the Education Hotline, 1-800-332-3402.

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MONTANA STATE LIBRARY
930 E Lyndale Ave.
Helena, Montana 59601

From the SUPERINTENDENT

Georgia Rice

The 46th Montana legislature convenes next month, and there are no signs that legislative activity in education will diminish from last session's level. Some of the funding requests by the Office of Public Instruction are for Adult Basic Education, a Vocational-Technical Center, school lunch programs, transportation, traffic education, staff and operations and the Foundation Program.

The greatest change to the funding pattern comes by way of a proposed "weighted factor" for vocational program funding at the secondary level— the level at which students are prepared with skills suitable for job entry. This recommendation was made by the task force on disbursement of state funds from the state level to local school districts, and would result in the state's assuming at least some of the additional cost of vocational programs. Weighting would be based on the "annual number belonging," as it is for other Foundation Program funding. Separate bills are anticipated for Special Education and for Gifted and Talented funding.

The present Hotline number will be open for legislative information, and calls will be transferred to JaLayne Obert from the Education Hotline desk. The number is 1-800-332-3402.

My staff and I wish you a happy holiday and a prosperous and productive new year.

Calendar

Jan

Jan. 1	New Year's Day
5	ESEA Title IV FY 79 funding deadline
20	OEA state officers workshop - Helena
29-30	Montana High School Assoc. Annual Meeting Helena
31	Montana School Testing Service form deadline

Feb

Feb 2-7	Nat. Assoc. of Secondary Principals Annual Meeting - Houston
4-10	Nat. Dental Health Week
8-9	Winter & Emergency Driving Workshop Stevens Point, Wis.
11-13	Montana Assoc. of Elementary School Principals Conference - Fairmont
12	Lincoln's Birthday
14-17	American Assoc. of School Administrators Annual Convention - New Orleans
19	Washington's Birthday

montana schools

Inside-Out

1 Learning Resource Center Screens Preschoolers

2 C.R. Anderson's Wildcat Wagon

3 U of M Hosts Special Olympics

4/5, 6 Newsletters

7 unClassifieds

plus: Superintendent's column and calendar

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